

APPENDIX A
TEACHER CONTACT FORM

In spring 2010, the Study of Secondary Math Teachers from Alternative Routes to Certification will be conducting a teacher survey to collect information on your educational background and teaching experiences. Providing the information below is voluntary. We will only use this information to contact you to complete the spring survey if you move to a new school or change jobs. You will receive \$5.00 for completing this contact form and the consent form regarding the release of your PRAXIS scores.

1. Please PRINT your name, your spouse's name (*if applicable*), your home address, telephone numbers, and email addresses.

Your Full Name: _____

Spouse/Partner's Full Name: _____
(*If applicable*)

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Telephone: () - -
Area Code Number

In whose name is the telephone number listed? MARK ONE ANSWER ONLY

1 ☐ My name

2 ☐ Other (*Please specify name*) _____

Cell Phone Number: () - -
Area Code Number

Home email address: _____

Work email address: _____

2. What are the names and addresses of TWO other people who would know how to get in touch with you during the 2009-2010 school year? *Please do not list any person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).*

(1) First Person (*not living with you now*)

Name: _____

Relationship to you: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Telephone: () - -
Area Code Number

In whose name is this telephone number listed?

Name: _____

(2) Second Person (*not living with you now*)

Name: _____

Relationship to you: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Telephone: () - -
Area Code Number

In whose name is this telephone number listed?

Name: _____

3. Please indicate today's date:

/ / 2 0 0 9
Month Day Year

Thank you for completing your forms. Please return forms to MPR in the envelope provided. Then you will receive \$5.00

APPENDIX B

TEACHER MATH ASSESSMENT

1. Teacher Letter

a. States That Do Not Require Praxis for Certification

b. States That Require Praxis for Certification

2. Teacher Consent Form

a. States That Do Not Require Praxis for Certification

b. States That Require Praxis for Certification

**TEACHER CONSENT LETTER – STATES THAT DO NOT
REQUIRE PRAXIS FOR CERTIFICATION**

[Date]

Dear [Teacher Name],

Thank you very much for participating in the Study of Secondary Math Teachers from Alternative Routes to Certification, sponsored by the U.S. Department of Education. This important study can help schools understand how different teacher preparation programs contribute to the preparation of math teachers.

As part of the study, we wish to learn about the background of teachers who participate in different teacher preparation programs. In spring 2010, we will be conducting a survey that will ask teachers about their demographic characteristics, educational background, teaching preparation, and professional experience. To understand as fully as possible the differences across teachers, in fall 2009 we also are asking teachers to take the Educational Testing Service's Praxis Middle School Mathematics (0069) test or the Praxis Content Knowledge in Mathematics (0061) test. We will handle all registration tasks and pay all test fees. In appreciation of your participation, we will mail you a check for **\$120** within two weeks after completion of the test.

Your score information will be kept strictly confidential and will not be shared with anyone outside the study team. District officials, principals, and school staff will not have access to the score data. Our reports and analyses will present Praxis test score data in aggregate for the entire sample or large subsets of the sample, and will not be presented in a way that individual schools or teachers could be identified.

Your participation is voluntary but very important. The Praxis Mathematics subject test is scheduled for [Date] at [time] at [location of testing site]. Please let us know if you are not available to take the test on this scheduled date so we can make other arrangements for you to complete the test.

On the day of the test we will also ask you to complete two one page forms: (1) a contact form where we ask for information that could help us to contact you for the spring 2010 survey if you move to a new school or change jobs; and (2) a consent form that will allow us to obtain your Praxis test score directly from the Educational Testing Service. **We will add an additional \$5.00 to the check amount for a total of \$125.00 as a thank you.**

If you have any questions or concerns about the study or the assessment, please do not hesitate to call me toll free at (866) 330-9199 or at (609) 275-2293 or to email me at ksonnenfeld@mathematica-mpr.com. We greatly appreciate your cooperation and support of this important study.

Sincerely,

TEACHER CONSENT LETTER – STATES THAT
REQUIRE PRAXIS FOR CERTIFICATION

MATHEMATICA
Policy Research, Inc.

P.O. Box 2393
Princeton, NJ 08543-2393
Telephone (609) 799-3535
Fax (609) 799-0005
www.mathematica-mpr.com

[Date]

Dear [Teacher Name],

Thank you very much for participating in the Study of Secondary Math Teachers from Alternative Routes to Certification, sponsored by the U.S. Department of Education. This important study can help schools understand how different teacher preparation programs contribute to the preparation of math teachers.

As part of the study, we wish to learn about the background of teachers who participate in different teacher preparation programs. In spring 2010, we will be conducting a survey that will ask teachers about their demographic characteristics, educational background, teaching preparation, and professional experience. To understand as fully as possible the differences across teachers, in fall 2009 we are also asking teachers to give us permission to obtain a copy of their scores on the Educational Testing Service's Praxis Middle School Mathematics (0069) test or the Praxis Mathematics Content Knowledge in Mathematics (0061) test that they took to obtain certification. Your participation is voluntary but very important.

Your score information will be kept strictly confidential and will not be shared with anyone outside the study team. District officials, principals, and school staff will not have access to the score data. Our reports and analyses will present Praxis test score data in aggregate for the entire sample or large subsets of the sample, and will not be presented in a way that individual schools or teachers could be identified.

Also, we have enclosed two forms for you to complete. 1) a contact form where we ask for information that could help us to contact you for the spring 2010 survey if you move to a new school or change jobs; and 2) a consent form that will allow us to obtain your PRAXIS score directly from the Educational Testing Service. All we ask is that you complete and use the preaddressed, prepaid envelope to return the forms to us. **Upon receipt of your completed forms, we will mail you \$5.00 as a thank you.** Please make sure to sign the consent form.

If you have any questions or concerns about the study or the assessment, please do not hesitate to call me toll free at (866) 330-9199 or at (609) 275-2293 or to email me at ksonnenfeld@mathematica-mpr.com. We greatly appreciate your cooperation and support of this important study.

Sincerely,

TEACHER CONSENT FORM – STATES THAT DO NOT
REQUIRE PRAXIS FOR CERTIFICATION

MATHEMATICA
Policy Research, Inc.

**Study of Secondary Math Teachers from Alternative Routes to
Certification**

TEACHER CONSENT FORM

Permission to Collect Data for the Sole Use of the Study

The Institute of Education Sciences at the U.S. Department of Education has contracted with Mathematica Policy Research, Inc. to conduct a study of secondary math teachers. This important study can help schools understand how different teacher preparation programs contribute to the preparation of math teachers.

As part of the study, we are conducting an assessment to measure teachers' knowledge of mathematics that is typically taught in secondary school (grades 6 through 12). We are requesting that you complete the Praxis Middle School Mathematics (0069) test or the Praxis Content Knowledge in Mathematics (0061) test at a specified testing site. We will handle the registration and payment of all registration fees. Participation is voluntary.

We are requesting that **you grant permission for the Educational Testing Service to release your score on the Praxis Middle School Mathematics (0069) test or the Praxis Content Knowledge in Mathematics (0061) test to Mathematica Policy Research, Inc.** These data will be kept confidential and will not be shared with anyone outside the Mathematica study team. District officials, principals, and school staff will not have access to the study data. The data for all schools and teachers in the study will be combined when presented.

Please sign here to indicate your understanding of the study components as stated and your willingness to cooperate with this data collection effort.

SIGNATURE: _____

NAME (PRINT): _____
First Name Middle Initial Last Name

DATE SIGNED: |__|_| / |__|_| / | 2 | 0 | 0 | 9 |
Month Day Year

Confidentiality: The information you provide will be held in strict confidence and used only for the study. Your name will never be used in reporting the results of the study. The confidentiality of your answers is guaranteed by the Privacy Act of 1974. Under this law, your answers cannot be released in any manner which would enable someone to identify you unless you give us written consent or as required by law. Providing the above information is voluntary, not mandatory.

**If you have any questions regarding this study, please contact the
Survey Director, Kathy Sonnenfeld, toll free at (866) 330-9199 or at (609) 275-2293.**

PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE TO:

Kathy Sonnenfeld
Mathematica Policy Research, Inc.
P.O. Box 2393
Princeton, NJ 08543-2393

TEACHER CONSENT FORM – STATES THAT REQUIRE
PRAXIS FOR CERTIFICATION

MATHEMATICA
Policy Research, Inc.

**Study of Secondary Math Teachers from Alternative Routes to
Certification**

TEACHER CONSENT FORM

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As part of the study, we are conducting an assessment to measure teachers' knowledge of mathematics that is typically taught in secondary school (grades 6 through 12). We are requesting that **you grant permission for the Educational Testing Service to release your score on the Praxis Middle School Mathematics (0069) test or the Praxis Content Knowledge in Mathematics (0061) test to Mathematica Policy Research, Inc.** These data will be kept confidential and will not be shared with anyone outside the Mathematica study team. District officials, principals, and school staff will not have access to the study data. The data for all schools and teachers in the study will be combined when presented.

Please sign here to indicate your understanding of the study components as stated and your willingness to cooperate with this data collection effort.

SIGNATURE: _____

NAME (PRINT): _____
First Name Middle Initial Last Name

DATE SIGNED: |__|_| / |__|_| / | 2 | 0 | 0 | 9 |
Month Day Year

Confidentiality: The information you provide will be held in strict confidence and used only for the study. Your name will never be used in reporting the results of the study. The confidentiality of your answers is guaranteed by the Privacy Act of 1974. Under this law, your answers cannot be released in any manner which would enable someone to identify you unless you give us written consent or as required by law. Providing the above information is voluntary, not mandatory.

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Survey Director, Kathy Sonnenfeld, toll free at (866) 330-9199 or at (609) 275-2293.**

PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE TO:

Kathy Sonnenfeld
Mathematica Policy Research, Inc.
P.O. Box 2393
Princeton, NJ 08543-2393

APPENDIX C

PARENT CONSENT

- 1. Passive Consent Letter for Middle School Students**
- 2. Passive Consent Letter for High School Students**
- 3. Active Consent Letter for Middle and H.S. Students**
- 4. Active Consent Form for Middle School Students**
- 5. Active Consent Form for High School Students**

Kathy Sonnenfeld
Survey Director

MATHEMATICA
Policy Research, Inc.

P.O. Box 2393
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Telephone (609) 799-3535
Fax (609) 799-0005
www.mathematica-mpr.com
(609) 275-2293

[DATE]

Dear Parent or Guardian:

Your child's school and school district are participating in a national study on the training and certification of middle and high school math teachers. The **Study of Secondary Math Teachers from Alternative Routes to Certification** is sponsored by the U.S. Department of Education. Your school and school district have given Mathematica Policy Research, Inc. (MPR) permission to conduct the study. MPR has conducted research that helps to improve the quality of our nation's schools for decades.

We are writing to tell you about the study and to invite your child to be part of the study. While your child will not receive any direct benefit from participating in this study, the study will help your district and school improve the quality of their teachers. Participating in the study poses no risk to your child.

As part of the study, **we will collect information from school records** on your child's state or district math test scores, sex, age, grade level, race, ethnicity, eligibility for free or reduced-price lunch, English language learner status, and special education status. We will not collect school grades.

This study will **help us learn more about how well teachers do their jobs**. Participation in the study is voluntary, and your child can stop participating at any time. If you do not want your child to take part in the study it will not affect the instruction or other services your child receives at school.

The confidentiality of students, teachers, and schools participating in the study will be protected. Only the researchers conducting the study will have access to the data that are collected as part of the study. District officials, principals, teachers, and other school staff will not have access to the study data. The data for all schools and classes in the study from this district will be combined when presented.

Again, there are no potential risks to your child. However, if you **do not want** your child's anonymous school records included in the study, please call me, Kathy Sonnenfeld, at Mathematica Policy Research, Inc., (609) 275-2293, or toll-free at (866) 330-9199. I'll need to know your child's name, his or her math teacher's name, the name of the school, and the school's location (city and state). Otherwise, you need not do anything.

Please feel free to contact me with any questions or concerns. Thank you in advance for your help with this important study.

Sincerely,

PASSIVE CONSENT FOR GRADES 9 – 12

PARENT NOTIFICATION LETTER

MATHEMATICA

Policy Research, Inc.

Kathy Sonnenfeld
Survey Director

P.O. Box 2393
Princeton, NJ 08543-2393
Telephone (609) 799-3535
Fax (609) 799-0005
www.mathematica-mpr.com
(609) 275-2293

[DATE]

Dear Parent or Guardian:

Your child's school and school district are participating in a national study on the training and certification of middle and high school math teachers. The **Study of Secondary Math Teachers from Alternative Routes to Certification** is sponsored by the U.S. Department of Education. Your school and school district have given Mathematica Policy Research, Inc. (MPR) permission to conduct the study. MPR has conducted research that helps to improve the quality of our nation's schools for decades.

We are writing to tell you about the study and to invite your child to be part of the study. While your child will not receive any direct benefit from participating in this study, the study will help your district and school improve the quality of their teachers. Participating in the study poses no risk to your child.

Your child's class will be given a test of math skills during a regular school day in the spring of 2010. This test will have no effect on your child's grades, but it will **help us learn more about how well teachers do their jobs**. Participation in the study is voluntary, and your child can stop participating at any time. If you do not want your child to take part in the study it will not affect the instruction or other services your child receives at school.

As part of the study, **we will also collect information from school records** on your child's state math test scores, sex, age, grade level, race and ethnicity, eligibility for free or reduced price lunch, English language learner status, and special education status. We will not collect school grades.

The confidentiality of students, teachers, and schools participating in the study will be protected. Only the researchers conducting the study will have access to the data that are collected as part of the study. District officials, principals, teachers, and other school staff will not have access to the study data. The data for all schools and classes in the study from this district will be combined when presented.

Again, there are no potential risks to your child. However, if you **do not want** your child to be included in the study, please call me, Kathy Sonnenfeld, at Mathematica Policy Research, Inc., (609) 275-2293, or toll-free at (866) 330-9199. I'll need to know your child's name, his or her math teacher's name, the name of the school, and the school's location (city and state). Otherwise, you need not do anything.

Please feel free to contact me with any questions or concerns. Thank you in advance for your help with this important study.

Sincerely,

ACTIVE CONSENT PARENT NOTIFICATION LETTER

MATHEMATICA

Policy Research, Inc.

Kathy Sonnenfeld
Survey Director

P.O. Box 2393
Princeton, NJ 08543-2393
Telephone (609) 799-3535
Fax (609) 799-0005
www.mathematica-mpr.com
(609) 275-2293

[DATE]

Dear Parent or Guardian:

Your child's school and school district are participating in a national study on the training and certification of middle and high school math teachers. **The Study of Secondary Math Teachers from Alternative Routes to Certification** is sponsored by the U.S. Department of Education. Your school and school district have given Mathematica Policy Research, Inc. (MPR) permission to conduct the study. MPR has conducted research that helps to improve the quality of our nation's schools for decades. We are writing to tell you about the study and to invite your child to be part of the study.

We need your help.

- Please **read** this letter and contact us if you have any questions.
- Please **read** and **sign** the attached consent form to let us know if your child may take part in the study.
- Please **return** the consent form in the enclosed envelope to your child's school/teacher as soon as possible.

*As a thank you, your **child** will receive a \$5 gift card for returning this signed form*

If you have any questions or concerns, please call me, Kathy Sonnenfeld, at Mathematica Policy Research, Inc., (609) 275-2293, or call our toll free number, (866) 330-9199.

Thank you in advance for your help with this important study.

Sincerely,

ACTIVE CONSENT FORM FOR GRADES 6 – 8**PLEASE READ THE FOLLOWING STATEMENTS ABOUT AN IMPORTANT STUDY**

Your child's school and school district are participating in a national study, the Study of Secondary Math Teachers from Alternative Routes to Certification, sponsored by the U.S. Department of Education. The study is about the training and certification of middle and high school math teachers. Your school district has given Mathematica Policy Research, Inc. permission to conduct this study. While your child will not receive any direct benefit from participating in this study, the study will help your district and school improve the quality of their teachers. Participating in the study poses no risk to your child.

As part of the study, **we will collect information from school records** on your child's state math test scores, sex, age, grade level, race and ethnicity, eligibility for free or reduced price lunch, English language learner status, and special education status. We will not collect school grades. This study will **help us learn more about how well teachers do their jobs**. Participation in the study is voluntary, and your child can stop participating in the study at any time. If you do not want your child to take part in the study it will not affect the instruction or other services your child receives at school.

The confidentiality of students, teachers, and schools participating in the study will be protected. Only the researchers conducting the study will have access to the data that are collected as part of the study. District officials, principals, teachers, and other school staff will not have access to the study data. The data for all schools and classes in the study from this district will be combined when presented.

PLEASE MARK ONE BOX BELOW**PLEASE MARK (X) ONLY ONE BOX**

☐ **YES**, my child **CAN** participate in the Study of Secondary Math Teachers from Alternative Routes to Certification

or

☐ **NO**, my child **CANNOT** participate in the Study of Secondary Math Teachers from Alternative Routes to Certification

PLEASE PROVIDE THE FOLLOWING INFORMATION**PLEASE SIGN:**

Parent/Guardian Signature: _____ Date: _____
sign

PLEASE PRINT

Print Parent/Guardian Name: _____
print

Parent/Guardian Telephone Number: (____) - _____ - _____

Student Name: [PRE-FILL STUDENT NAME]

School Name: [PRE-FILL SCHOOL NAME]

Teacher Name: [PRE-FILL TEACHER NAME]

Math Class: [PRE-FILL COURSE NAME/#]

**PLEASE RETURN THIS FORM TO YOUR CHILD'S TEACHER LISTED ABOVE AS SOON AS POSSIBLE
THANK YOU**

**If you have questions about the study, please call
Kathy Sonnenfeld, Survey Director at Mathematica Policy Research, Inc.
at (609) 275-2293 or toll-free at (866) 330-9199.**

ACTIVE CONSENT FORM FOR GRADES 9 – 12**PLEASE READ THE FOLLOWING STATEMENTS ABOUT AN IMPORTANT STUDY**

Your child's school and school district are participating in a national study, the Study of Secondary Math Teachers from Alternative Routes to Certification, sponsored by the U.S. Department of Education. The study is about the training and certification of middle and high school math teachers. Your school district has given Mathematica Policy Research, Inc. permission to conduct this study. While your child will not receive any direct benefit from participating in this study, the study will help your district and school improve the quality of their teachers. Participating in the study poses no risk to your child.

Your child's class will be given a test of math skills during a regular school day in the spring of 2010. This test will have **no effect on your child's grades**, but it will **help us learn more about how well teachers do their jobs**. Participation in the study is voluntary, and your child can stop participating in the study at any time. If you do not want your child to take part in the study it will not affect the instruction or other services your child receives at school.

As part of the study, **we will also collect information from school records** on your child's state math test scores, sex, age, grade level, race and ethnicity, eligibility for free or reduced price lunch, English language learner status, and special education status. We will not collect school grades.

The confidentiality of students, teachers, and schools participating in the study will be protected. Only the researchers conducting the study will have access to the data that are collected as part of the study. District officials, principals, teachers, and other school staff will not have access to the study data. The data for all schools and classes in the study from this district will be combined when presented.

PLEASE MARK ONE BOX BELOW**PLEASE MARK (X) ONLY ONE BOX**

- ☐ **YES**, my child **CAN** participate in the Study of Secondary Math Teachers from Alternative Routes to Certification
- or
- ☐ **NO**, my child **CANNOT** participate in the Study of Secondary Math Teachers from Alternative Routes to Certification

PLEASE PROVIDE THE FOLLOWING INFORMATION**PLEASE SIGN:**

Parent/Guardian Signature: _____ Date: _____
sign

PLEASE PRINT

Print Parent/Guardian Name: _____
print

Parent/Guardian Telephone Number: (____) - _____ - _____

Student Name: [PRE-FILL STUDENT NAME]

School Name: [PRE-FILL SCHOOL NAME]

Teacher Name: [PRE-FILL TEACHER NAME]

Math Class: [PRE-FILL COURSE NAME/#]

**PLEASE RETURN THIS FORM TO YOUR CHILD'S TEACHER LISTED ABOVE AS SOON AS POSSIBLE.
THANK YOU.**

**If you have questions about the study, please call
Kathy Sonnenfeld, Survey Director at Mathematica Policy Research, Inc.
at (609) 275-2293 or toll-free at (866) 330-9199.**

APPENDIX D

STUDENT RECORDS DATA REQUEST

- 1. District Letter**
- 2. District Student Records Data Request Form**

SCHOOL RECORDS DATA REQUEST LETTER

MATHEMATICA

Policy Research, Inc.



P.O. Box 2393
Princeton, NJ 08543-2393
Telephone (609) 799-3535
Fax (609) 799-0005
www.mathematica-mpr.com

[DATE]

Dear [District Contact]:

We would like to take this opportunity to thank your district for participating in the Study of Secondary Math Teachers from Alternative Routes to Certification, sponsored by the U.S. Department of Education. This study will produce much needed information about the impact of secondary math teachers from these alternative certification programs on student achievement. Your assistance and your district's assistance with this important study is greatly appreciated.

There is one last important data collection task involving your district. We need to collect information from school records for each of the students participating in our study.

We are providing a list of the students who are participating in the study and are requesting the following data items for each of these students.

Item #	Data Item
1	Student's last and first name
2	Student's gender
3	Student's district ID number
4	Student's date of birth (mm/dd/yy)
5	Student's score on the state or district math test for spring 2006 - spring 2010
6	Student's ethnicity (Hispanic or Latino origin)
7	Student's race
8	Student's grade level during the 2009-2010 school year
9	Whether student was promoted to higher grade as of June 2009
10	Whether student was eligible for free or reduced price school lunch during the 2009-2010 school year
11	Student's English Language Learner (ELL) status during the 2009-2010 school year
12	Whether student had an Individual education plan (IEP) or 504 plan during the 2009-2010 school year

LETTER TO: [District Contact]
FROM: Kathy Sonnenfeld and Cynthia Sipe
DATE:
PAGE: 2

We have placed Excel files for all of the participating schools and students in our study from your district on our secure website. The enclosed attachment provides an example of the file. You can download the files for the schools in your district to enter the requested data.

To download these files, go to <https://www.HSAC2009.org/download>. When prompted, please enter the following (case-sensitive) login information:

- Username: XXX
- Password: XXX
- Domain Name: XXX

If you prefer to submit a paper listing, we have also enclosed a paper form that can be completed.

After you have updated the files or listings, you can choose among three ways of returning the data to us, including 1) posting the files to our secure website, 2) emailing the password protected files to us, or 3) sending the hard copy lists to us via Federal Express. Please see the next page for detailed instructions.

Thank you very much for your assistance with this data request. A member of our study team will call you next week to determine if you have any questions about it. I can be reached at (609) 275-2293 or ksonnenfeld@mathematica-mpr.com. Cynthia Sipe can be reached at 215-731-9980 or csipe@branchassoc.com.

Sincerely,

Enclosure

LETTER TO: [District Contact]
FROM: Kathy Sonnenfeld and Cynthia Sipe
DATE:
PAGE: 3

**INSTRUCTIONS FOR RETURNING UPDATED STUDENT DATA FILES OR LISTINGS
TO MATHEMATICA POLICY RESEARCH**

You may use one of the following three methods to return the updated student data files or listing to MPR:

Post to secure website:	Email your password protected list to:	Send your list via Federal Express to:
HTTPS://www.HSAC2009.org	OR data@HSAC2009.org	OR Kathy Sonnenfeld Mathematica Policy Research, Inc. 600 Alexander Park Princeton, NJ 08540 609-275-2293

Option 1: Post electronic files to secure website

- To upload the files to the secure website go to <https://www.HSAC2009.org/upload> using an internet browser (e.g., Microsoft Explorer). When prompted, use the following login information:
 - Username: XXX
 - Password: XXX
 - Domain Name: XXX
- Please note: the username and password are case-sensitive.
- Start the upload process by clicking on the BROWSE button and selecting the file you wish to transfer.
- Once you have located the file, click the UPLOAD button to begin the transfer process. Once a file is uploaded, it cannot be downloaded or accessed by any person(s) or institution(s) other than the study research team.
- If the file name is not unique you will receive a message that the “file already exists.” If this occurs please rename your file and try uploading again.
- Once your upload is complete you may close the browser.
- If you **password-protect** your list file, please call me at (609) 275-2293 with the password. Please do not email your password to us.

LETTER TO: [District Contact]
FROM: Kathy Sonnenfeld and Cynthia Sipe
DATE:
PAGE: 4

Option 2: Email (electronic file)

- Please **password-protect** your file and call me at (609) 275-2293 with the password. For security reasons, please do not email your password to me.
- Email electronic lists **as a file attachment** to Mathematica at data@HSAC2009.org. In the body of the email, include your name and telephone number and the name of your district. Do not send the student data as text in the message.
- If possible, zip the file using WinZip, PKZIP, or StuffIt before attaching it to the email. If the file you are sending is larger than 10 MB (10,000 KB), we recommend transmitting it using our secure website (<https://www.HSAC2009.org>) instead of emailing it.

Option 3: Federal Express (paper listings, diskette, CD-ROM, DVD)

- For Federal Express shipments, please use the enclosed prepaid Federal Express labels and FedEx your package to Mathematica. Be sure to fill in your return address information (Section 1) and the type of packaging you are using (Section 5) on the Federal Express label. Also, please attach the provided “**DO NOT X-RAY; DO NOT BEND**” label to the package.
- If you would like Mathematica to provide a FedEx envelope or other packaging materials appropriate for the type of student list you are sending, please call me at (609) 275-2293.
- **Please also keep a copy for your records.**

STUDY OF SECONDARY MATH TEACHERS FROM ALTERNATIVE ROUTES TO CERTIFICATION

SCHOOL RECORDS DATA REQUEST EXAMPLE

DISTRICT: [PREFIX]
TEACHER [PREFIX]

SCHOOL: [PREFIX]
SCHOOL ADDRESS: [PREFIX]

Item (1)	Item (2)	Item (3)	Item (4)	Item (5)				Item (6)	Item (7)				Item (8)	Item (9)	Item (10)	Item (11)	Item (12)
Student Name Last, First	Please correct gender if necessary or provide if missing	Please provide student's district ID	Please provide student's date of birth (mm/dd/yy)	Please provide student's score on the state or district math test for:				Is the student of Hispanic or Latino origin?	What is the student's racial identity? (Enter 1 for all codes that apply)				During the 2009-2010 school year, in what grade was this student?	As of June 2009, was this student promoted to the next grade?	During the 2009-2010 school year, was this student eligible for free or reduced-price school lunch?	During the 2009-2010 school year, was this student classified as English Language Learner (ELL)?	During the 2009-2010 school year, did this student have an Individual Education Plan (IEP) or 504 plan?
				Spring 2010	Spring 2009	Spring 2008	Spring 2007		Black or African American	American Indian or Alaskan Native	White or Caucasian	Native Hawaiian or Other Pacific Islander					
Lake, Ann	F	0000001	03/06/95	635	621	650	645	0		1			8	1	0	0	
Mass, Bill	M	0000002	02/17/95	550	535	555	540	0	1				8	1	0	0	0
Smith, Tom	M	0000003	12/06/94	560	535	540	535	0		1			8	1	1	0	1
Rosada, Jorge	M	0000020	11/08/95	540	520	525	515	1					8	1	0	0	0
Thompson, Ashley	F	0000005	07/18/95	610	585	600	605	0		1			8	1	0	0	1
Hodges, Emily	F	0000008	05/12/95	580	605	550	610	1					8	1	1	0	1
Morris, Michael	M	0002345	11/25/95	510	525	450	515	0	1				8	1	0	0	0
Hogan, Renee	F	0000004	05/26/95	600	610	600	580			1			7	1	1	0	0
Kim, June	F	0000045	10/15/95	510	515	520	515	0				1	8	0	0	1	0
Martz, Josh	M	0000004	04/18/95	610	600	550	600	0					8	1	1	0	0

APPENDIX E
TEACHER SURVEY

- 1. Teacher Letter**
- 2. Teacher Survey**

COVER LETTER FOR TEACHER SURVEY

MATHEMATICA
Policy Research, Inc.

P.O. Box 2393
Princeton, NJ 08543-2393
Telephone (609) 799-3535
Fax (609) 799-0005
www.mathematica-mpr.com

[DATE]

Dear [Teacher's Name]:

Thank you very much for participating in the Study of Secondary Math Teachers from Alternative Routes to Certification, sponsored by the U.S. Department of Education. This important study can help schools understand how different teacher preparation programs contribute to the preparation of math teachers.

As part of the study, we are conducting a survey of teachers to learn about how teachers differ in their demographic characteristics, educational backgrounds, professional experiences, and teaching preparation. Enclosed is the survey we would like you to complete, which should take you less than 30 minutes. Also enclosed are instructions on how to complete the survey on the web, on paper, or by telephone.

We will mail you a check for \$30 in appreciation of your participation upon receipt of your completed survey. The information you provide through this survey will be kept strictly confidential and will not be shared with anyone outside the study team. District officials, principals, and school staff will not have access to the survey data. Responses will be presented only in aggregate and will not be identified by individual or school.

Your participation is voluntary but very important. If you choose to complete the paper version of the survey it can be returned to us in the enclosed postage-paid envelope, [or we will collect it in person during our upcoming scheduled student testing session. If you are unable to complete the survey prior to the testing session, you can complete the survey while your students are taking their math assessment (HIGH SCHOOL TEACHERS ONLY)].

If you have any questions or concerns about the study or the survey, please do not hesitate to call me toll free at (XXX) XXX-XXXX or at 609-275-2293 or email me at ksonnenfeld@mathematica-mpr.com. Thanks again for your cooperation and support of this important study.

Sincerely,

SURVEY OF SECONDARY MATH TEACHERS

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other teachers' answers when they are reported. No one other than the researchers will know how you answered the questions. This survey is authorized by law (20 U.S.C. 1221e.1).

We want you to know that:

1. **We are asking you these questions in order to gather information about your educational background, teacher preparation, certification/licensure, and work experiences.**
2. **You may skip any questions you do not wish to answer. However, we hope that you answer as many questions as you can.**
3. **Your answers will be kept confidential.**

For questions, call toll free at (866) 330-9199 or email ksonnenfeld@mathematica-mpr.com

You may complete the survey one of three ways:

COMPLETE SURVEY BY WEB

Log on at:

<https://www.HSAC2009.org> and enter your user ID and password

BARCODE LABEL

OR

COMPLETE THIS PAPER SURVEY AND RETURN

Mail to:

Kathy Sonnenfeld, Survey Director,
Study of Secondary Math Teachers
Mathematica Policy Research, Inc.
P.O. Box 2393
Princeton, NJ 08543

*Use the enclosed pre-addressed
postage paid envelope*

OR

CALL MATHEMATICA IF YOU WANT TO BE INTERVIEWED OVER THE TELEPHONE

Call:

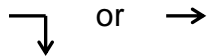
Mathematica Policy Research, Inc.,
toll free at: **(866) 330-9199**
and ask for the
Study of Secondary Math Teachers

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is XXXX-XXXX. The time required to complete this information collection is estimated to average 30 minutes per respondent, including the time to review instructions, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U.S. Department of Education, Institute of Education Sciences, Washington, DC 20208.

INSTRUCTIONS

Thank you for taking the time to complete this survey. Your responses are very important to us.

- When answering questions that require marking a check box, please use an “X.”
- For each item, please mark only one answer unless instructions say to “MARK ALL THAT APPLY.”
- Some check boxes are followed by a directional arrow. Please proceed to the appropriate question as indicated by the arrow.



- Follow all “GO TO” instructions *after* marking a box. If no such instruction is provided, you should continue to the next question.
- Either a pen or pencil may be used.

A. EDUCATIONAL BACKGROUND

A1. Please answer the following questions about all the college/university degrees you have completed or are working toward completing.

A. What type of degree(s) did/will you receive?	B. From what college or university did/will you receive this degree? What city and state is this college or university located?	C. What was/is the major field of study for this degree? <i>Include both majors if you were a double major. Please use the "Field of Study" codes listed at the bottom of this page.</i>	D. What was/is the minor field of study for this degree? <i>Include both minors if you were a double minor. Please use the "Field of Study" codes listed at the bottom of this page.</i>	E. What month and year did you complete, or do you expect to complete this degree?
1 <input type="checkbox"/> Bachelor's (e.g., BS, BA, AB) 2 <input type="checkbox"/> Master's (e.g., MS, MA, MBA) 3 <input type="checkbox"/> Doctorate (e.g., EdD, PhD, DSc) 4 <input type="checkbox"/> Other (Specify) _____	_____ <i>Name of College</i> _____ <i>City/State</i>	____ ____ <i>If 99 Other, (Specify)</i> _____	____ ____ <i>If 99 Other, (Specify)</i> _____	____/____/____ <i>Month Year</i>
1 <input type="checkbox"/> Bachelor's (e.g., BS, BA, AB) 2 <input type="checkbox"/> Master's (e.g., MS, MA, MBA) 3 <input type="checkbox"/> Doctorate (e.g., EdD, PhD, DSc) 4 <input type="checkbox"/> Other (Specify) _____	_____ <i>Name of College</i> _____ <i>City/State</i>	____ ____ <i>If 99 Other, (Specify)</i> _____	____ ____ <i>If 99 Other, (Specify)</i> _____	____/____/____ <i>Month Year</i>
1 <input type="checkbox"/> Bachelor's (e.g., BS, BA, AB) 2 <input type="checkbox"/> Master's (e.g., MS, MA, MBA) 3 <input type="checkbox"/> Doctorate (e.g., EdD, PhD, DSc) 4 <input type="checkbox"/> Other (Specify) _____	_____ <i>Name of College</i> _____ <i>City/State</i>	____ ____ <i>If 99 Other, (Specify)</i> _____	____ ____ <i>If 99 Other, (Specify)</i> _____	____/____/____ <i>Month Year</i>
1 <input type="checkbox"/> Bachelor's (e.g., BS, BA, AB) 2 <input type="checkbox"/> Master's (e.g., MS, MA, MBA) 3 <input type="checkbox"/> Doctorate (e.g., EdD, PhD, DSc) 4 <input type="checkbox"/> Other (Specify) _____	_____ <i>Name of College</i> _____ <i>City/State</i>	____ ____ <i>If 99 Other, (Specify)</i> _____	____ ____ <i>If 99 Other, (Specify)</i> _____	____/____/____ <i>Month Year</i>

FIELD OF STUDY CODES

Agriculture

- 01 Agricultural Business and Production
- 02 Agricultural Sciences

Computer Science and Engineering

- 10 Computer and Information Sciences
- 11 Engineering and Engineering-related Technologies

Education

- 20 Teacher Education – Math Education
- 21 Teacher Education – Other Fields
- 22 Education, Other

Health

- 30 Health and Related Sciences

Humanities

- 40 Languages, Linguistics, Literature/Letters
- 41 Philosophy, Religion, Theology
- 42 Visual and Performing Arts

Mathematics and Statistics

- 50 Mathematics
- 51 Statistics

Natural/Physical Sciences

- 60 Biological/Life Sciences
- 61 Conservation and Natural Resources
- 62 Physics/Astrophysics
- 63 Psychology
- 64 Other Natural/Physical Sciences

Professional Fields

- 70 Architecture/Environmental Design
- 71 Business Management/Administrative Services
- 72 Communications/Media
- 73 Criminal Justice/Protective Services
- 74 Finance
- 75 Home Economics
- 76 Law/Prelaw/Legal Studies
- 77 Library Science
- 78 Parks, Recreation, Leisure, and Fitness Studies
- 79 Social Work

Social Sciences

- 80 Economics
- 81 Public Affairs
- 82 Other Social Sciences and History

Other Fields of Study

- 90 Liberal Arts/General Studies
- 99 Other, none of the field of study codes listed above

A. EDUCATIONAL BACKGROUND *continued*

A2. Please think about the college-level math courses you have taken or are currently taking at a college or university. For each of the math subject areas listed below, please indicate the number of college-level courses you have taken and/or are currently taking in this subject area.

Please do not include courses focused primarily on math pedagogy or math instructional strategies.

Please include:

- year, semester, and quarter long courses (but do not include courses that lasted less than an academic quarter),
- courses for which you received college credit, even if you took the course in high school,
- courses taken at the graduate level, and
- courses inside and outside of the math department.

If you took a single course that covered more than one subject area, select the subject area that best describes the course and count it as one course in that subject area.

Math Subject Area		A. How many college-level courses have you <u>completed</u> in...	B. How many college-level courses are you <u>currently taking</u> in...
Including course subjects such as...		Please enter <u>00</u> if you did not complete any courses in this subject area.	Please enter <u>00</u> if you are not currently taking any courses in this subject area.
a. Pre-calculus?	Pre-calculus, trigonometry, analytic geometry, basic algebra, and pre-algebra	_ _	_ _
b. Calculus?	Single-variable calculus, multivariate calculus, and differential equations (ordinary and partial)	_ _	_ _
c. Advanced algebra?	Linear algebra (matrices, vector spaces), and modern/abstract algebra (rings, fields)	_ _	_ _
d. Analysis?	Advanced calculus/real analysis (calculus with rigorous proofs, metric spaces, measure theory), functional analysis (Banach spaces), and complex analysis (Cauchy integral theorem)	_ _	_ _
e. Advanced geometry/topology?	Topology (point-set and algebraic) and differential geometry	_ _	_ _
f. Probability and statistics?	Probability, statistics, stochastic processes, and statistical methods in the social sciences (econometric, psychometric, behavioral statistics)	_ _	_ _
g. Discrete mathematics?	Combinatorics, graph theory, number theory, and foundations of mathematics (logic, set theory, proofs)	_ _	_ _
h. Applied mathematics?	Thermodynamics, mechanics (Newtonian, quantum, fluid), mathematical or computational physics, mathematical methods for engineering, numerical analysis, mathematical economics, mathematical modeling and simulation	_ _	_ _
i. Other (Please specify)	Please list any other college-level math courses you've taken or are currently taking that are <u>not included</u> in the above categories.	_ _	_ _

B. NON-TEACHING WORK EXPERIENCE

B1. After you completed your bachelor's degree, but before you became a secondary math teacher, did you ever work at any paid non-teaching jobs?

Please include full-time and part-time jobs.

1 ☐ Yes

0 ☐ No → GO TO C1 (PAGE 4)

B2. How many years did you work at these paid non-teaching jobs?

Please include full-time and part-time jobs.

Please enter 01 if you worked less than one year.

|_|_| NUMBER OF YEARS

B3. Now please think again about the different math courses you have taken in a college or university. On average, how often did you use the mathematical knowledge or skills you gained from these courses in the paid non-teaching jobs you had?

Please include only the paid non-teaching jobs you held after you completed your bachelor's degree, but before you became a secondary math teacher.

MARK (X) ONE ANSWER

1 ☐ Never

2 ☐ Rarely

3 ☐ Not often

4 ☐ Sometimes

5 ☐ Often

6 ☐ Very often

C. TEACHER PROFESSIONAL DEVELOPMENT, PREPARATION, AND EXPERIENCE

C1. As part of your training to become a math teacher, did you receive any instruction in math pedagogy or strategies to teach math?

Please include any college-level courses, training provided by your teacher preparation program, and any training provided by your school district.

- 1 ☐ Yes
0 ☐ No → GO TO C2

C1a. In total, how many hours of instruction in math pedagogy or strategies to teach math did you receive?

*Your best estimate of the number of hours is fine.
By hours, we mean "clock" hours, not credit hours.*

MARK (X) ONE ANSWER

- 1 ☐ Less than 5 hours
2 ☐ 5 to 20 hours
3 ☐ 21 to 40 hours
4 ☐ 41 to 60 hours
5 ☐ 61 to 80 hours
6 ☐ 81 to 100 hours
7 ☐ More than 100 hours

C2. Some districts require prospective teachers without degrees in math to take an intensive math immersion program in order to become certified to teach secondary math. These programs typically cover the necessary content knowledge to teach secondary math.

Before becoming a secondary math teacher, did you participate in this type of program?

- 1 ☐ Yes
0 ☐ No → GO TO C4 (PAGE 5)

C3. In total, on how many days did you attend the intensive math immersion program?

|_|_| TOTAL DAYS

C. TEACHER PROFESSIONAL DEVELOPMENT, PREPARATION, AND EXPERIENCE, *continued*

These next questions are about your experiences in elementary or secondary school classrooms, as part of your teacher education/preparation program, but before you became a paid teacher. If these experiences occurred several years ago, please think back to that time and answer the questions as best as you can.

C4. Did your teacher education/preparation program require you to do any student teaching, in which you went to an elementary or secondary school and taught one or more math lessons to a whole classroom of students?

- 1 ☐ Yes
0 ☐ No → GO TO C6

C4a. On approximately how many days, in total, did you teach at least one full math lesson (at least one class period) to a whole classroom of students?

Your best estimate is fine.

Some teacher education/preparation programs require candidates to do student teaching at multiple points in the training process. If that was true for your program, be sure to think about all the episodes of student teaching, not just the final episode.

- 1 ☐ 5 or fewer days
2 ☐ 6-10 days
3 ☐ 11-15 days
4 ☐ 16-20 days
5 ☐ 21-40 days
6 ☐ 41-60 days
7 ☐ 61-80 days
8 ☐ More than 80 days

C5. Thinking about all the days on which you taught at least one full math lesson (at least one class period) to a whole classroom of students, how many hours per day (on average) were you teaching a full math lesson?

Your best estimate is fine.

Please enter 00 if you spent no days teaching a full math lesson.

|_|_| HOURS PER DAY

C6. Prior to this school year (2009-2010), how many years did you teach secondary level math (grades 6 to 12)?

Please include full-time and part-time jobs.

Please enter 00 if you had not worked as a secondary level math teacher prior to this year.

|_|_| YEARS TAUGHT

C7. Prior to this school year (2009-2010), how many years did you teach at this school?

Please include full-time and part-time jobs.

Please enter 00 if you had not worked as a teacher at this school prior to this year.

|_|_| YEARS TAUGHT

D. CERTIFICATION STATUS AND CURRENT EDUCATIONAL ACTIVITIES

The following questions are about your certification/licensure status and coursework you may be currently taking during this school year (2009-2010).

D1. Do you currently hold or are you pursuing full, regular, or standard state certification/licensure to teach math?

This is a certification that is issued to teachers who have completed all training requirements, exams, and any required probationary teaching period.

MARK (X) ALL THAT APPLY: For example, if you hold full certification to teach math in grades 6 - 8 and are currently pursuing certification to teach math in grades 9 – 12, you would mark box 1 and box 2.

1 <input type="checkbox"/> I <u>hold</u> full certification to <u>teach math</u>	→	What year did you receive your full certification? _ _ _ _ YEAR
2 <input type="checkbox"/> I am <u>pursuing</u> full certification to <u>teach math</u>	→	What year do you expect to receive your full certification? _ _ _ _ YEAR
0 <input type="checkbox"/> No, I <u>do not hold</u> nor am I <u>pursuing</u> full certification to teach <u>math</u>	→	GO TO D3

D2. Please indicate all the grade levels for which you are fully certified/licensed or are pursuing full certification/licensure to teach math.

MARK (X) ONE ANSWER FOR EACH ROW IN EACH COLUMN				
	A. Are you <u>fully certified/licensed</u> to <u>teach math</u> in...		B. Are you <u>currently pursuing</u> full certification/licensure to <u>teach math</u> in...	
a. Grade 6?.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
b. Grade 7?.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
c. Grade 8?.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
d. Grade 9?.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
e. Grade 10?.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
f. Grade 11?.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
g. Grade 12?.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No

D3. Do you currently hold or are you pursuing full, regular, or standard state certification/licensure to teach in a subject area other than math? *This is a certification that is issued to teachers who have completed all training requirements, exams, and any required probationary teaching period.*

MARK (X) ALL THAT APPLY For example, if you hold full certification to teach computer science and are currently pursuing certification to teach physics, you would mark box 1 and box 2.

1 <input type="checkbox"/> I <u>hold</u> full certification to <u>teach in a non-math subject area</u>	→	What year did you receive your full certification? _ _ _ _ YEAR
2 <input type="checkbox"/> I am <u>pursuing</u> full certification to <u>teach in a non-math subject area</u>	→	What year do you expect to receive your full certification? _ _ _ _ YEAR
0 <input type="checkbox"/> No, I <u>do not hold</u> nor am I <u>pursuing</u> full certification to teach in a <u>non-math subject area</u>		

D. CERTIFICATION STATUS AND CURRENT EDUCATIONAL ACTIVITIES, *continued*

D4. During this school year (2009-2010), were you enrolled in classes related to your job as a secondary math teacher?

1 ☐ Yes

0 ☐ No → GO TO E1 (PAGE 8)

D5. Are you taking this coursework to fulfill the requirements to . . .

MARK (X) ONE ANSWER

1 ☐ Maintain your current full, regular, or standard state teacher certification?

2 ☐ Obtain full, regular, or standard state teacher certification but not an advanced or master's degree?

3 ☐ Obtain an advanced or master's degree required for full, regular, or standard state teacher certification?

4 ☐ Obtain an advanced or master's degree that is not required to obtain full, regular, or standard state teacher certification?

99 ☐ Other reason? (Please specify) _____

D6. Please indicate when you started the coursework and expect to complete the coursework to fulfill these coursework requirements.

a. **I started taking courses to fulfill these coursework requirements in**

|_|_|_|/|_2_|_0_|_|_|_|
MONTH YEAR

b. **I expect to complete the coursework to fulfill these coursework requirements in**

|_|_|_|/|_2_|_0_|_|_|_|
MONTH YEAR

D7. During this school year (2009-2010), how many weeks did you attend these classes (either in person or online)?

|_|_|_| NUMBER OF WEEKS

D8. For these classes, how many hours per week, on average, did you spend . . .

a. **attending these classes (either in person or online)?**

|_|_|_| AVERAGE HOURS PER WEEK

b. **doing work for these courses outside of class time?**

|_|_|_| AVERAGE HOURS PER WEEK

E. SUPPORT ACTIVITIES FOR TEACHERS

E1. During this school year (2009-2010), were you assigned a mentor/master teacher or a field supervisor?

Mentor/master teachers and field supervisors have teaching experience or expertise and provide information, advice, support, coaching, and feedback to the beginning teacher.

- 1 ☐ Yes
 0 ☐ No → GO TO E5 (PAGE 9)

E2. Please indicate the type(s) of master/mentor teachers or field supervisors you had during this school year (2009-2010):

MARK (X) ALL THAT APPLY

- 1 ☐ A teacher from your school
 2 ☐ An administrator from your school
 3 ☐ A teacher or administrator assigned by your district
 4 ☐ A faculty member or staff member affiliated with your teacher education/preparation program
 5 ☐ Other (Specify) _____

E3. Now we would like to know about your interactions with the mentor/master teacher or field supervisor during this school year (2009-2010). How many times did the activities described below take place? If you had more than one mentor, these questions are about the one with whom you spent the most time.

Please enter 00 for any activities that did not occur.

	A. Approximately how many times did each activity occur during this school year (2009-2010)?	B. Each time this activity occurred, on average, how many minutes did this activity last?
a. He/she observed your classroom teaching	_ _ NUMBER OF TIMES	_ _ MINUTES
b. You observed his/her classroom teaching	_ _ NUMBER OF TIMES	_ _ MINUTES
c. You met formally (at scheduled times) with him/her	_ _ NUMBER OF TIMES	_ _ MINUTES
d. You met informally (at unscheduled times) with him/her	_ _ NUMBER OF TIMES	_ _ MINUTES
e. He/she provided you with written feedback.....	_ _ NUMBER OF TIMES	N/A
f. He/she provided some other kind of support (Please specify)	_ _ NUMBER OF TIMES	_ _ MINUTES

E4. Please think about all of the mentoring and field supervision you received during this school year (2009-2010). Overall, was the mentoring or field supervision you received very helpful, somewhat helpful, slightly helpful, or not helpful at all?

MARK (X) ONE ANSWER

- 1 ☐ Very helpful
 2 ☐ Somewhat helpful
 3 ☐ Slightly helpful
 4 ☐ Not helpful at all

E. SUPPORT ACTIVITIES FOR TEACHERS, continued

E5. During this school year (2009-2010), did you receive any of the following kinds of support?

	MARK (X) ONE IN EACH ROW	
a. Reduced teaching schedule	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
b. Seminars or classes for beginning teachers (e.g. induction programs)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
c. Extra professional classroom assistance (e.g., teacher's aide, team teaching)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
d. Regular supportive communication with your principal, other administrators, or department chair	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
e. Opportunities to observe other teachers.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No

E6. During this school year (2009-2010), did you attend any professional development classes, workshops, or seminars provided by the school district in math pedagogy or strategies to teach math?

- 1 ☐ Yes
 0 ☐ No → GO TO F1 (PAGE 10)

E7. In total, how many hours did you spend attending these professional development classes, workshops, or seminars in math pedagogy or strategies to teach math?

Your best estimate of the number of hours is fine.

MARK (X) ONE ANSWER

- 1 ☐ Less than 5 hours
 2 ☐ 5 to 10 hours
 3 ☐ 11 to 20 hours
 4 ☐ More than 20 hours

F. TEACHING AT YOUR SCHOOL

F1. To what extent, if any, has each of the following issues hindered student learning in your classroom since the start of this school year (2009-2010)?

	MARK (X) ONE ANSWER IN EACH ROW			
	Not at all	To a slight extent	To some extent	To a great extent
a. Student tardiness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student motivation.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Student absenteeism/class cutting.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Physical conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Verbal conflicts among students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Verbal abuse of teacher(s).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. General misbehavior (e.g., students talking in class, refusal to follow classroom rules)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Students' insufficient academic foundation/preparation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

F2. During this school year (2009-2010), how satisfied are you with each of the following aspects of teaching at this school?

	MARK (X) ONE ANSWER IN EACH ROW			
	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Recognition and support from administration	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Availability of resources and materials/equipment for your classroom	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Your influence over school policies and practices	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Autonomy or control over your own classroom....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Student motivation to learn	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Student discipline and behavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Opportunities for professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. The principal's leadership and vision	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Procedures for performance evaluation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Professional caliber of colleagues.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

G. TEACHING AS A CAREER

G1. How satisfied are you with each of the following aspects of the teaching profession?

	MARK (X) ONE ANSWER IN EACH ROW			
	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Opportunities for professional advancement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Salary and benefits	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Professional prestige	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Intellectual challenge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Opportunities to make a difference in students' lives.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

G2. How many more years do you plan to teach after this school year (2009-2010)?

MARK (X) ONE ANSWER

- 1 ☐ 6 or more years
- 2 ☐ 3 to 5 more years
- 3 ☐ 1 to 2 more years
- 4 ☐ None
- 9 ☐ Don't know/unsure

G3. What do you think will be the primary reason for the end of your classroom teaching career?

MARK (X) ONE ANSWER

- 1 ☐ I plan to pursue other education related opportunities (e.g., principal, administrator)
- 2 ☐ I plan to pursue other non-education related career opportunities
- 3 ☐ I plan to stay home to take care of my family
- 4 ☐ I plan to retire from work
- 5 ☐ I am undecided at this time
- 99 ☐ I plan to pursue something else (*Please specify*)

H. ABOUT YOU

H1. What year were you born?

| 1 | 9 | | | YEAR

H2. Are you of Hispanic or Latino origin?

1 ☐ Yes

0 ☐ No

H3. What is your race?

MARK (X) ALL THAT APPLY

1 ☐ White/Caucasian

2 ☐ Black/African-American

3 ☐ Asian

4 ☐ Native Hawaiian or Other Pacific Islander

5 ☐ American Indian or Alaska Native

H4. Are you male or female?

1 ☐ Male

2 ☐ Female

[Mail version only]

H5. There are many reasons why people choose to complete a survey on paper or on the web when both options are available. Could you tell us why you chose to answer this survey on paper instead of on the web? For each reason, please indicate if you chose to complete this survey on paper instead of on the web because . . .

MARK (X) ONE IN EACH ROW	
	Yes
	No
a. You did not have access to a computer	1 <input type="checkbox"/>
b. Computers were in use by others at the times you wanted to complete the survey ...	0 <input type="checkbox"/>
c. You started the survey, but experienced technical problems. For example, the screen froze or it took too long to load the page(s)	1 <input type="checkbox"/>
d. The computer screen was too small to read the questions	0 <input type="checkbox"/>
e. You were unable to read the questions on the screen because of the color scheme on the computer	1 <input type="checkbox"/>
f. You chose to complete the paper version of the survey because it was readily accessible/portable	0 <input type="checkbox"/>
g. Another reason (<i>Please specify</i>)	1 <input type="checkbox"/>
	0 <input type="checkbox"/>

THANK YOU

In appreciation for completing this important survey, we would like to send you a payment of \$30.00.

1. What name would you like to appear on the check?

Print name:

|_____| |_____| |_____|
First Name Middle Initial Last Name

2. Would you like your check sent to your home or school?

☐ Home

→ |_____| || |_____| || |_____| |_____| |_____|
Home Street Address Apt# City State Zip code
If applicable

☐ School →

|_____|
Please provide school name only if you want the check to be sent to your school.

3. Finally, please provide us with the following information so we can contact you if we have any questions about the answers you provided on the survey.

Work Telephone: (|_|_|_|_|) - |_|_|_|_| - |_|_|_|_|_|
Area Code

Home Telephone: (|_|_|_|_|) - |_|_|_|_| - |_|_|_|_|_|
Area Code

Cellular Telephone: (|_|_|_|_|) - |_|_|_|_| - |_|_|_|_|_|
Area Code

Email Address: |_____|

THANK YOU FOR COMPLETING THE SURVEY

Please use the enclosed pre-addressed postage paid envelope to mail your completed survey to:

Kathy Sonnenfeld
Survey Director, Study of Secondary Math Teachers
Mathematica Policy Research, Inc.
P.O. Box 2393
Princeton, NJ 08543

APPENDIX F

STUDENT ASSENT FOR MATH ASSESSMENT

Student Assent to Participate in High School Math Assessment Study of Secondary Math Teachers

The following text will appear on the first screen of the NWEA Math Assessment

School Name: [PRE-FILL]
Teacher Name: [PRE-FILL]
Math Class: [PRE-FILL]
Student Name [PRE-FILL]

Your school district, your school and your parent/guardian have given Mathematica Policy Research, Inc. permission to conduct this study about how well different math teachers do their jobs. As part of the study, you will be given a 45 minute test of math skills.

This test will have **no effect on your grades** but it will provide useful information for the study. **Your score information will be kept strictly confidential and will not be shared with anyone outside the study team. Your teachers, principal, counselor, other staff at your school, and your parents will not have access to the data.**

Participation in the study is voluntary, and you can stop participating in the test at any time. If you choose not to take part in the study, it will not affect your grades or, the instruction or other services you receive at school. Your parent/guardian(s) know that you are participating in this study.

Before you begin, please read the statements below and check the appropriate box.

☐

The test was explained to me and **I want to participate.**

☐

The test was explained to me and **I do not want to participate.**

Thank You

APPENDIX G

HSAC PROGRAM ADMINISTRATOR INTERVIEW PROTOCOL

An Evaluation of Secondary Math Teachers from Two Highly Selective Routes to Alternative Certification

Program Administrator Interview Protocol

Program name: _____

District: _____

Date: |_|_| / |_|_| / |_|_|_|_|

Person interviewed:

Name: _____

Phone number: _____

Email: _____

Name of person conducting interview: _____

INTRODUCTION

CONFIRM RESPONDENT HAS THE TIME AVAILABLE FOR THE INTERVIEW.

BRIEFLY DESCRIBE THE STUDY, PURPOSE OF THE INTERVIEW, CONFIDENTIALITY POLICY, AND FOCUS ON SECONDARY MATH TEACHERS.

ENCOURAGE THE RESPONDENT'S BEST RECOLLECTION; OFFER TO FOLLOW-UP IF NECESSARY.

HIGHLIGHT TOPICS TO BE DISCUSSED: RECRUITMENT, SCREENING, TRAINING, PLACEMENT, AS WELL AS POST PLACEMENT TRAINING AND SUPPORT.

A. RECRUITMENT, APPLICATION, AND SCREENING (TNTP DISTRICT, TFA NATIONAL OFFICE)¹

A1. Please describe the type of recruitment activities or methods you use to attract good applicants to your program.

Ask about each of the following:

- a. Program open house?
- b. District job fairs / open houses?
- c. College job fairs?
- d. Invited presentations to public or private groups?
- e. Print or other advertisements in mass media?
- f. Mailings/fliers?
- g. Web?
- h. Any other activities? ***Please specify***

A2. Which of these recruiting/targeting methods are particularly effective at identifying secondary math teachers?

A3. Do you have an annual goal for the number of teachers to recruit? Do you have a separate goal for secondary math teachers?

If yes to either: How is the goal(s) determined?

A4. To what extent do projected district needs for secondary math teachers influence recruitment efforts, like advertising or outreach, year to year?

- | | |
|--|--|
| <input type="checkbox"/> <i>Great extent</i> | <i>program definitely alters/increases/decreases recruitment activities to yield rough number of applicants to meet district needs</i> |
| <input type="checkbox"/> <i>Some extent</i> | <i>program adjusts recruitment efforts somewhat, but not that much</i> |
| <input type="checkbox"/> <i>Little/no extent</i> | <i>program just does what it does on recruitment, not really coordinated with district needs</i> |

¹ Recruitment, application, and screening activities and pre-service training are centralized in TFA. Questions about these topics should just be asked of national office TFA representatives.

Now let's talk about the application process.

- A5. Other than name and contact information, what information do candidates have to provide as part of their formal application?

Ask about each of the following:

- a. College or university attended?
- b. Major and minor fields of study?
- c. GPA?
- d. Demographics
 - i. Sex?
 - ii. Birth date/Age?
 - iii. Race/Ethnicity?
- e. Languages spoken?
- f. Preferences for teaching assignment? Subject? Grade level? Region?
- g. Reason(s) why they want to participate in the program?
- h. Essays or short answers about teaching, themselves, etc. ***Get sample questions***
- i. Reference names?
- j. Any other information?

- A6. What supporting documents do candidates have to submit?

- a. College or graduate school transcripts?
- b. SAT or ACT scores?
- c. Resume?
- d. Reference letters? How many?
- e. Writing sample other than application essays?
- f. Any other supporting documents?

A7. Do you conduct a telephone interview?

If “No”, go to A8, otherwise continue

a. Please describe the telephone interview.

b. Do you conduct a telephone interview with all applicants?

If no, About what proportion of all applicants are asked to do a telephone interview? What criteria are used to determine whether to conduct a telephone interview?

c. How is the interview structured? Is it an informal interview, semi-structured conversation, or a standard instrument or question set?

Request a copy of the interview protocol if it is a standard instrument or question set.

d. On average, how long is the telephone interview?

A8. Do you conduct an in-person interview?

If “No”, go to A9, otherwise continue

a. Please describe the in-person interview.

b. Do you conduct an in-person interview with all applicants?

If “No”: What are the criteria for conducting an in-person interview?

c. Where are the interviews held?

d. What does the in-person interview entail?

Probe for:

- i. One-on-one interview?
- ii. Group discussion?
- iii. Written exercise?
- iv. Sample lesson?
- v. Anything else?

Ask for details of each of these components.

e. Is there one or multiple interviewers? Who are the interviewers?

f. ***If there is a one-on-one interview.*** Is any one-on-one interview an informal, semi-structured conversation or a standard instrument or question set?

If standard instrument: Is it something developed internally, or borrowed/adapted from another source, e.g., Haberman's? Could I obtain a copy?

g. On average, how many hours does the in-person interview last? By in-person interview we mean all the components not just the one-on-one interview.

- A9. Do you assess the applicants' potential teaching skills by having them teach a sample lesson or by some other assessment method?

If "No", go to A10

If "Yes, by some other assessment method":

Can you describe this assessment method?
Please obtain responses to the relevant questions listed below.

If "Yes, by teaching a sample lesson" continue:

- a. At what point during the application process does this occur?
- b. Do all applicants need to teach a sample lesson or just those who have met/passed certain criteria during the application process? What are the criteria?
- c. How many lessons or exercises do they teach?
- d. What type of lessons or exercises are they given to teach?
- e. Are secondary math teacher candidates asked to teach a secondary math class?
- f. How long do sessions last?
- g. How much time do they have to prepare the lesson?
- h. Who are the "students" they are teaching?
- i. What are you looking for in these assessments? Do you use an observation rubric or checklist of some sort?

Now let's talk about the criteria you use for admittance into your program.

A10. What, if any, are the firm standards that all applicants have to meet for admission to your program – standards about which there's no flexibility?

Ask what the standard, if any, would be for:

- a. Degree?
- b. Major/minor?
- c. Minimum GPA . . .
 - in college/graduate school?
 - in certain courses?
 - cumulative or in certain years?
- d. Amount or type of college/graduate school coursework?
- e. Work experience?
- f. Citizenship or work visa requirements?
- g. Formal background check? Is that more a district hiring concern/process?
- h. Any other standards?

A10a. Are there any additional standards or requirements for candidates interested in teaching secondary math?

A11. Are all standards/requirements made clear to the applicant up-front, so that people considering whether to apply might screen themselves out?

If "No", ask: What are the reasons why you do not specify the standards up-front?

Some programs, in making admission decisions, rate candidates on multiple dimensions using rubrics.

If “TNTP,” add: For example, TFA uses the following seven dimensions

1. Demonstrated past achievement
2. Perseverance in the face of challenges
3. Strong critical thinking skills
4. Ability to influence and motivate others
5. Organizational ability
6. Understanding of and desire to work for the program’s vision
7. Respect for students and families in low-income communities

A12. Does your program rate candidates using specific dimensions?

If “No”, go to A13, otherwise continue

- a. What are the dimensions you use? And how are they assessed? What information is collected, and from what sources? **Record in table below.**
- b. How much emphasis is placed on each dimension when deciding on whether to accept a candidate? Let’s use a simple three-point scale of “Major emphasis,” “Moderate emphasis,” or “Minor emphasis.” **Record in table below.**

List Dimensions	How are they assessed?	Major Emphasis	Moderate Emphasis	Minor Emphasis

- A13. You may learn a lot about each applicant's characteristics during the application process. For each characteristic I list, please tell me whether you consider the characteristic when deciding on whether to admit the candidate. If you do, please tell me whether the characteristic is of major importance, moderate importance, or minor importance in the admittance decision. Are there any other characteristics that are important?

Characteristic	Considered	Major Importance	Moderate Importance	Minor Importance	Comment
a. Age					
b. Sex					
c. Race/ethnicity					
d. Socioeconomic background					
e. Ability to speak another language					
f. Qualified to teach math or another subject for which there is a shortage of teachers					
g. Writing skills					
h. Academic performance					
i. Career success					
j. Teaching skills at time of interview					
k. Stated commitment to teaching career					
l. Are there other factors that are important that we haven't spoken about? What are they?					
Other					
Other					
Other					
Other					

A14. In the past three years, have the application, screening, or admission procedures changed in any way?

If “No”, go to A15, otherwise continue

a. Can you describe the changes that have occurred?

b. Have they made your program either easier or harder to get into?

A15. To what extent do projected district needs for secondary math teachers factor into admission decisions for applicants interested in teaching secondary math?

☐ *Great extent* *program will adjust admission rates considerably to come close to district targets/needs*

☐ *Some extent* *program will make modest changes to help district meet needs*

☐ *Little/no extent* *program is independent, makes decisions according to pretty fixed standards, not tweaked much at all to meet target numbers*

A16. Now, we want to get a sense of applicant flow and yield rates. Your best guess is fine.

	PERCENTAGE
a. In an average year, of all the people who submit a complete application, approximately what percentage are invited for an in-person interview?	_ _ _
b. And of those interviewed, about what percentage are accepted to the program?	_ _ _
c. And of those accepted, about what percentage actually enroll in the program?	_ _ _
d. And, of those who start, about what percentage successfully complete the summer institute?	_ _ _
e. And, of those who complete the summer institute, about what percentage go all the way to earning full/regular certification?	_ _ _
f. Are these percentages different for applicants interested in becoming secondary math teachers? How? Why?	

B. TRAINING PRIOR TO PLACEMENT (TNTP DISTRICT, TFA NATIONAL)

- B1. Now I'm going to ask a few questions about the summer institute your program provides for newly-accepted participants before they begin their full-time teaching assignment.
- a. When does it take place? In what month[s], or in relation to application or school placement?
 - b. How many weeks does it last?
 - c. Where does it take place?
 - d. Who are the instructors, for example, are they college faculty, district staff, or program staff?
 - e. For how many days do participants attend courses/workshops in which they receive instruction?
 - f. On average, about how many hours per day do they spend in classes, receiving instruction? Please *do not* count individual study time or any practice teaching or other fieldwork exercises they might do.
 - g. Do program participants interested in teaching secondary math receive the same training in the summer institute as participants interested in teaching other subjects or levels? **If not**, how does it differ? Do all the secondary math teachers receive the same training?
 - h. Does the summer institute require participants to spend any time in classrooms observing teachers?
 - i. How much time is required, in terms of the number of days and average hours per day?
 - ii. Where do these observations occur?
 - iii. Are program participants interested in teaching secondary math assigned to observing secondary math classes?

- i. Does the summer institute require participants to spend any time in classrooms helping students individually or in small groups?
 - i. How much time is required, in terms of the number of days and average hours per day?
 - ii. Where do these sessions occur?
 - iii. Are program participants interested in teaching secondary math assigned to help students in secondary math classes?
- j. Does the summer institute require participants to do any practice teaching in classrooms, delivering instruction to a whole classroom of students?
 - i. How much time is required, in terms of the number of days or average hours per day?
 - ii. Where does this practice teaching occur?
 - iii. Who are the students? (e.g. are they summer school students)
 - iv. What kind of supervision are they given?
 - v. For this activity, are program participants interested in teaching secondary math assigned to secondary math classes?

- B2. Does your program offer a “math immersion” program – intensive math content instruction for candidates who were not math majors in college, or who otherwise need or want to brush-up on their math knowledge or skills?

If “No”: If not by your program, is one offered by district(s) where your participants work, or by alternative certification programs they enroll in?

If “No”: Go to C1

If “Yes”, continue

If “Yes”, continue

- a. Which candidates, if any, are required to attend?
- b. Who else, if anyone, is it open to on a voluntary basis?
- c. Of your participants interested in teaching secondary math participate, on average, how many participate?
- d. When does it take place?
 - i. In what month[s], or in relation to other preservice training components?
 - ii. How many weeks does it last?
- e. Where does it take place?
- f. Who are the instructors? e.g., college faculty, district staff, program staff
- g. To help us get a sense of how much instruction is entailed, for how many days does it last?

- h. How many hours per day are they receiving math instruction? Please *do not* include lunch breaks.
- i. Is there just one curriculum, or is instruction differentiated for different types of participants? e.g., based on their educational background

If multiple curricula: How many different curricula are there? If multiple curricula, probe for differences when asking next questions

- j. In terms of college-level math courses, at what level does the math immersion program curriculum start off? e.g., college algebra, geometry, trigonometry, calculus, etc.
- k. And what math topics are covered? e.g., college algebra, geometry, trigonometry, calculus, etc.
- l. Did the training include explicit instruction on the teaching of math or math pedagogy?

C. ASSIGNMENT TO SCHOOL DISTRICT (TNTP DISTRICT, TFA NATIONAL)

C1. **TNTP:** Do all applicants get assigned to the district to which they apply?

If "Yes," go to C2

If "No," go to C1a

a. About what percentage get assigned to the district to which they apply?

|_|_|_| PERCENT

b. Under what conditions would they not get assigned to the district to which they apply?

C2. **TFA:** What factors determine to which school district a program participant is assigned?

C3. **TFA:** To what extent do program participants get their first choice of district?

☐ *Great extent*

☐ *Some extent*

☐ *Little/no extent*

C4. **TFA:** Beyond any summer institute and /or math immersion programs that may be offered to candidates, does your program provide an orientation for new TFA teachers who are newly arrived in the district?

If "No", go to D1

a. What does this orientation involve?

b. How long is the orientation?

D. PLACEMENT AT SCHOOLS (TNTP AND TFA DISTRICT)

D1. Are all your program participants who complete the summer institute guaranteed a teaching position?

☐ **Yes**

☐ **Usually/virtually yes, but with some exceptions**

☐ **if “No”, then ask, Why not?**

D2. Is the likelihood of getting a placement higher than average for a program participant who wants to teach secondary math?

D3. About what percentage of program participants, in a typical year, get a placement by the start of the school year?

|_|_|_| PERCENT

If not 100%: What percentage typically get placed later?

|_|_|_| PERCENT

D4. Are your program participants simply assigned to a school or must they take an active role in finding a position?

If “Assigned to a school”, go to D5

If “Take an active role”, continue

a. Are they mainly on their own in deciding which schools to consider, or does the program or district give them some direction or suggestions?

b. At what point in time, do program participants go on job interviews, relative to their program acceptance, the summer institute, or the start of the school year?

- D5. At what point in time do candidates learn their school assignment, or decide which offer to accept, relative to their program acceptance, summer institute, or start of school year?
- D6. How often do principals not hire your program participants once they have been interviewed?
- D7. Are principals more likely on average to hire those program participants who can teach secondary math?
- D8. Does your program attempt to place new teachers in schools with other teachers or alumni from your program?
- If “Yes”:*** How successful are these attempts?

E. TRAINING PROVIDED BY AN ALTERNATIVE CERTIFICATION PROGRAM AFTER TEACHING BEGINS (TNTP AND TFA DISTRICT)

Now I want to ask about the alternative certification (AC) programs that your secondary math teachers may enroll in.

- E1. What local alternative certification (AC) programs do these teachers enroll in to get the coursework/training they need for full/regular certification?

Get institution/program name(s); if more than one, ask section E for each AC program

- E2. How long does the program take to complete?

- E3. Does the AC program have any pre-service summer component that prospective teachers must attend before they start teaching? We are interested in anything more substantive than an orientation session

If “Yes”: What’s your best estimate of how much time is involved, in terms of number of days and average hours per day?

- E4. During the first school year of teaching, about how many weeks do your secondary math teachers receive instruction, or participate in training activities, as part of the AC program? Please don’t count breaks.

- E5. On average, about how many hours per week do these math teachers spend in classes/training activities in this first year? Please don’t count individual study time.

- E6. During the summer after their first year of teaching, about how many weeks do these math teachers receive instruction or participate in training activities for the AC program?

- E7. On average, about how many hours per week do they spend in classes/training activities in the summer? Please *do not* count individual study time.

- E8. During the second year of teaching, about how many weeks do they receive instruction or participate in training activities for the AC program. Please don’t count breaks.

E9. On average, about how many hours per week do they spend in classes/training activities in the second year? Please *do not* count individual study time.

E10. Do all secondary math teachers in the program receive the same training from the AC program, or is there some subject- or grade-level specific training?

E11. Thinking about the AC program's instruction/training for secondary math teachers, has anything notable about it changed over the last three years – especially regarding the amount of instruction? If so, what were the changes?

E12. What is the average cost of tuition for one of your program's teachers to attend the entire AC program?

If they can only give you the monthly, semester or yearly cost then ask how long does the teacher attends so you can calculate the total cost)

If there are multiple coursework providers, obtain the total cost, what the tuition covers and the timeframe for tuition coverage.

E13. Are any teachers in your program eligible to pursue financial support to help them cover the cost of their training? Examples might include grants, stipends, or low-interest loans.

If "No": Go to F1, otherwise continue

a. Which type(s) of participants are eligible?

b. What types of support are provided?

c. About what percentage of eligible participants actually get the support?

|_|_|_| PERCENT

d. What's the average value of the support they get?

\$|_|_|, |_|_|_|

e. Are secondary math teachers as well represented in this group as other kinds of teachers?

F. TRAINING AND SUPPORT PROVIDED BY THE HSAC PROGRAM AFTER TEACHING BEGINS (TNTP AND TFA DISTRICTS)

Next, I would like to talk about any formal instruction, training, professional development, or support provided to secondary math teachers by your program once they begin teaching.

- F1. Does your program provide instruction, training, or professional development to new secondary math teachers after they start teaching? Please do not consider individualized activities like mentoring; I will ask about that in a little bit.

If “No”: Go to F2, otherwise continue

- a. About how many hours of instruction / training / professional development does your program provide to the secondary math teachers ?
- b. What does it cover, and how does it differ from what the AC program provides?

- F2. Now, I want to ask about types of support your program may provide to new secondary math teachers after they get their first teaching job. Do any members of your program staff (not district or school staff) act as mentors or supervisors to new teachers, to provide information or advice or feedback and to help their transition to the profession?

If “No”: Go to F13, otherwise continue

- F3. Does your program appoint just one staff person per teacher, or is more than one person assigned to support each teacher, each one possibly playing different roles? For example, your program might provide both a mentor and a field supervisor.
What is/are their title(s)?

If more than one person provides support, ask subsequent questions (F4-F12) for each support person.

- F4. About what percentage of these [**title of support person**] assigned to secondary math teachers are former secondary math teachers themselves?

|_|_|_| PERCENT

F5. How long do these [title of support person] work with a new teacher – e.g., 1 semester, 1 year, 2 years?

F6. Is the [title of support person] expected or required to do formal observations of the new teacher in his/her classroom?

If “No”: Go to F7, otherwise continue

a. How many times do they do that on average?

b. Is the assessment of the observation shared only with the teacher or with others, such as the principal, district staff, or program staff?

F7. Other than feedback from formal observations, on average, how many times per year would they have planned meetings with the teacher, to talk one-on-one?

F8. How long would those sessions last, typically / on average?

F9. Do the [title of support person] provide any other types of one-on-one assistance to new secondary math teachers?

a. What type?

b. How often is this assistance provided?

F10. Moving beyond one-on-one support, do the **[title of support person]** or other program staff ever have scheduled meetings with small or large groups of new teachers from your program to offer support? I don't mean instruction but something more like informal sharing with one another, to address particular needs or questions.

If "Yes": Can you please describe what these meetings entail?

- a. What is the ratio of staff to teachers?
- b. On average, how many meetings occur per year?
- c. On average, what is the duration of each meeting?

F11. Is anything different done for secondary math teachers, or would they be in groups with other program participants?

F12. Thinking about the various ways your program supports new secondary math teachers, has anything notable changed over the last three years, such as the type of support, amount of support, or who's involved in it?

If "Yes": Could you please describe the notable changes?

F13. Do your teachers typically get a mentor assigned by the district or one assigned by their principal in addition to any provided by your program or the AC program?

- ☐ Yes, by district
- ☐ Yes, by principal
- ☐ No

Wrap-Up : That's all the questions I have for you. Your participation was very helpful. Do you have any questions for me about our study of secondary math teachers?

